

Graduate Credit Opportunities at Northern Arizona University for Reading First Academies

The Arizona Department of Education, Reading First Program is pleased to announce a new partnership with Northern Arizona University (NAU), *College of Education, Department of Teaching and Learning* to provide graduate credit opportunities for Reading First Academy participants.

General Information

Students who enroll in the 3 credit hour course, **ECI 599-Contemporary Developments**, will be allowed to use this credit in a Master's degree program at NAU.

- The credits will count as elective credit in the M.Ed. in Elementary / Secondary Education or Educational Leadership programs.
- Students cannot apply more than 6 hours of credit in ECI 593 and 599 combined, to an NAU graduate degree.
- Students can use this ECI 599 course towards elective credit in the Reading Endorsement program at NAU.

NAU has created four sections:

- ECI 599 - Geared towards Kindergarten with Kathryn Hrabluk, section 808
- ECI 599 - Geared towards 1st Grade with Carolyn Tanner, section 809
- ECI 599 - Geared towards 2nd Grade with Marie Mancuso, section 810
- ECI 599 - Geared towards 3rd Grade with Donna Perrigo, section 811

Enrollment

Reading First Academy participants wishing to enroll prior to their scheduled workshop may do so online or download the application by clicking on the following link:

<http://www.ade.az.gov/azreads/reading1st/nauenroll.asp> .

NAU will have a representative at each Academy in the morning prior to the General Session for least the 1st day for those who wish to enroll on-site.

Participants may also enroll at any NAU campus or Statewide Programs education site throughout Arizona.

Course Syllabus

Description: This is a 4-day in-class course plus 20 hours of field work that offers an overview of scientifically based practices for promoting early reading success. The content covers strategies to teach all students to read, including English language learners and those who have difficulty learning to read. The student will review the research and learn instructional practices that implement the research. The academies will focus on the five big ideas of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. In addition, students will be taught to use assessment to inform instruction, intervention strategies to assist struggling readers and methods for delivering explicit and systematic instruction.

Prerequisites: Currently teaching reading to K-3 students. 3 credit hours.

Course competencies: At the end of the course, the student is expected to be able to:

- Articulate developmentally appropriate practices for young children.
- Implement explicit, systematic phonemic awareness and phonics instruction practices.
- Implement small group instruction.
- Design effective and appropriate reading lessons.
- Describe Arizona State Articulated Reading Standards as well as writing and spelling standards.
- Explain and implement the five big ideas of reading instruction i.e. phonemic awareness, phonics, fluency, vocabulary and comprehension.
- Use assessment to inform instruction and monitor progress.
- Include English language learners and struggling readers in regular classroom instruction.
- Provide intervention strategies for struggling readers and English language learners.
- Build students' fluency.
- Teach comprehension and comprehension strategies to students.
- Build vocabulary in students.
- Demonstrate discussion and questioning strategies in the classroom.
- Identify appropriate reading materials for young readers.
- Promote writing and spelling in K-3 students.
- Perform differentiated instruction within the classroom.

Required materials: Participant Material from the Arizona Teacher Reading Academics.

Preventing Reading Difficulties in Young Children by The National Reading Council

Additional reading materials will be made available online.

Course Requirements:

Attendance at all 8 sessions of the in-class Teacher Academies . . . **500 points**

Two reaction papers (2 – 2.5 pages each).....**total 100 points**

- Article of choice from selected reading list on reading assessment.....**50 points**
- Chapter of choice (Chapters 5,6,7,or 8) from **Preventing Reading Difficulties in Young Children.**.....**50 points.**

(Due September 10, 2003)

One lesson observation done by school reading coach, school principal, County Reading Specialist or State Department Specialist accompanied by a summary of the post conference, a plan for next steps and reflection on feedback received from observation. (3-4 pages).....**100 points**

(Due November 1, 2003)

Final Project. Case Study of a Selected Struggling Reader: Development and implementation of an individualized intervention plan based on assessment data that spans a 9-week period. (6-7 pages)

- Section I. Profile of the selected struggling reader/readers that includes a description of the student, rationale for selection of the student and benchmark assessment data.
- Section II. Description of the intervention plan (to include 4 intervention activities) and the rationale for selection of the interventions based on assessment data.
- Section III. Analysis of the effectiveness of the interventions based on benchmark and progress monitoring data. Description should include a chart showing scores over time.
- Section IV. A reflective narrative on the intervention plan to include effects of intervention activities selected and next steps to insure continued student progress.
.....**500 points**

(Due November 7, 2003)

Evaluation: A take-home survey covering knowledge of: the 5 essential elements of reading instruction, systematic and explicit reading instruction, scientifically based reading instruction, interventions for struggling readers and use of data to guide instruction.....**200 points**

(Due November 15, 2003)

Grading Scale

1,500 points possible

- A.....90%-100% of all possible points
- B.....80%-89% of all possible points
- C.....70%-79% of all possible points
- D.....60%-69% of all possible points
- F.....less than 60% of all possible points

Assignments: All assignments must be word-processed using double space. A clear writing style and correct grammar, mechanics and spelling are expected. Points will be deducted for unclear and/or incorrect writing. Assignments will be awarded points on thoroughness and quality. All assignments must be completed and received by the assigned instructor on or before their due date.

Final Evaluation: A survey will be sent to each student upon completion of assignments. This survey will be due no later than November 15, 2003.

Disclaimer: All provisions in this syllabus are subject to revisions by the instructor. Such revisions, if any, will be announced through e-mail or by mail.